

CALIFORNIA SCHOOLS

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COVER

The pictures on the cover illustrate good and bad types of classroom lighting. The lower picture has sharp contrasts of brightness. The areas of low light and high light occur close together within the line of vision. The room is lighted by improperly separated windows on both sides. This lighting arrangement is typical of thousands of one-room schools throughout the country.

The upper picture shows a room with a solid bank of windows on the pupil's left which is augmented by high windows on the right so that the lighting is even all over the room. The light fixture is an unusual indirect type which can be used on dark days to supplement the natural light. It is evident that the children are doing their work with comparative ease. This results from better seeing.

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SUMMARY OF ENROLLMENT TRENDS IN CALIFORNIA PUBLIC SCHOOLS

WALTER E. MORGAN, Assistant Superintendent of Public Instruction, and Chief,
Division of Research and Statistics

A summary of the unaudited reports of state enrollment for the various school districts of California reveals a continuance of the trend evidenced by the reports of 1938-39. These trends indicate a continued decrease in state enrollments in the elementary grades coupled with increases in state enrollments in high school and junior college classes. Kindergarten state enrollments, however, increased over the figures reported for 1938-39.

The decrease in elementary school enrollments was considerably less than reported for the school year 1938-39; while the increases in state enrollments of the high school and junior college levels were less than the corresponding increases of the preceding school year.

Table 1 shows the actual increases and decreases in state enrollments in regular classes of kindergarten, elementary school, high school, and junior college levels, and in the special classes of elementary and secondary levels between 1938-39 and 1939-40.

In Table 2 are presented the state enrollments by individual grade from the kindergarten through the fourteenth grade and in the several combinations of grades and special classes for the ten-year period from 1930-31 to 1939-40.

TABLE 1
TOTAL STATE ENROLLMENT BY GRADE LEVEL, 1938-39 AND 1939-40

GRADE LEVEL	STATE ENROLLMENT		INCREASE		DECREASE	
	1938-39	1939-40	AMOUNT	PER CENT	AMOUNT	PER CENT
Kindergarten-----	64,474	68,077	3,603	5.6	-----	-----
Grades 1-8-----	767,835	759,731	-----	-----	8,104	1.1
Grades 9-12-----	346,047	354,574	8,527	2.5	-----	-----
Grades 13-14-----	38,377	43,031	4,654	12.1	-----	-----
Special students and special classes:						
Elementary grade-----	8,991	8,425	-----	-----	566	6.3
High school grade-----	448,549	491,819	43,270	9.6	-----	-----
Junior college grade -----	30,136	40,341	10,205	33.9	-----	-----
Totals-----	1,704,409	1,765,998	70,299	-----	8,670	-----
Net increase-----	-----	-----	61,589	3.6	-----	-----

It should be noted that if the trend indicated by the increase in kindergarten enrollment extends into the first grade, it is to be anticipated that the primary grade enrollment will continue to increase year by year so that the losses in state enrollment in these grades may at least in part be offset by the new trend. This new trend is to be anticipated in view of the increased birth rates reported for California during the past five years, beginning in 1936.

While the data contained in Table 2 show an actual decrease of 10,266 in state enrollment in grades 1, 2, 5, 6, 7 and 8, increases in enrollments in the kindergarten and in grades 3, 4, 9, 10, 11, 12, 13 and 14 more than offset the losses in the former grades. The net increase in state enrollment in graded classes of the day public schools from 1938-39 to 1939-40 was 8,680, or .71 per cent.

The 1939-40 increase in state enrollment in graded classes of day secondary schools totaled 13,181, or 3.43 per cent, as compared with a net decrease in state enrollment from the kindergarten through the eighth grade totaling 4,501, or only .54 per cent. Even greater than the increase in state enrollment in graded day classes of secondary schools, however, both in actual numbers and in percentage, was the increase in state enrollment in special classes of secondary grade.

State enrollment in special classes of elementary grade has declined gradually during the past ten years, the decrease in 1939-40 being 566, or 6.30 per cent below the corresponding figure for 1938-39. On the other hand, state enrollment in special classes of secondary grade, both in high schools and in junior colleges, increased at a greater rate and in greater numbers than did the enrollments in graded day classes of secondary grade. The total increase in state enrollment in special classes of secondary grade, including evening secondary schools, in 1939-40 was 53,475, or 11.17 per cent.

This increase in state enrollment in special classes of secondary grade, however, represents a decrease in the rate of increase in special class enrollments in secondary schools. In 1938-39 the increase in state enrollment in these classes was 71,950, or 17.7 per cent. When broken down between high schools and junior colleges, however, the decline in the rate of increase in special class enrollments is seen to be greater on the high school level than on the junior college level. The following figures show the amount and percentage of increase in state enrollment in special classes and of special pupils in high schools and junior colleges for the past two years:

School Year	High School Grade		Junior College Grade	
	Amount	Percentage	Amount	Percentage
1938-39	62,172	16.09	9,778	48.03
1939-40	43,270	9.65	10,295	34.16

TABLE 2
STATE ENROLLMENTS IN CALIFORNIA PUBLIC SCHOOLS, 1930-31 TO 1939-40, INCLUSIVE

GRADE OR LEVEL	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40 ¹
Kindergarten	81,526	78,573	74,447	64,910	63,925	64,669	63,631	65,110	64,474	68,077
1	135,000	121,513	117,179	98,496	92,625	113,207	112,920	117,199	112,106	109,334
2	101,175	99,797	95,532	95,777	96,111	91,840	90,615	95,564	95,209	93,064
3	98,031	97,532	94,365	94,365	94,995	95,073	92,285	92,704	91,333	93,060
4	97,765	95,535	95,303	92,773	92,577	93,962	95,971	93,758	92,759	92,752
5	90,518	91,207	87,307	91,511	90,205	90,511	97,435	94,075	90,921	91,000
6	82,497	82,098	86,113	90,866	90,277	91,882	95,964	96,453	91,972	91,267
7	83,327	81,281	80,121	84,739	89,551	90,270	93,015	95,234	96,394	93,802
8	78,148								97,921	95,222
Totals, 1-8	766,461	770,436	739,905	759,618	755,446	754,974	776,068	782,529	767,835	759,731
9	79,483	80,176	82,894	80,809	85,784	90,822	93,102	96,550	97,868	100,553
10	70,559	73,150	76,329	78,448	76,675	82,503	87,906	90,278	94,139	95,470
11	54,039	58,456	62,299	64,070	66,942	67,738	73,875	79,800	83,130	85,632
12	42,554	46,533	51,159	52,980	54,790	57,390	58,410	64,874	70,910	73,019
Totals, 9-12	246,635	258,315	272,681	276,307	284,211	288,453	313,296	331,542	346,047	354,574
13	11,791	14,847	17,121	16,858	17,357	19,572	20,073	21,820	25,903	27,783
14	5,275	7,159	8,896	9,041	9,478	9,761	10,182	10,050	12,474	15,248
Totals, 13 and 14										
Totals, 1-12										
Totals, Kindergarten-14										
Special students and special classes:										
Elementary grade										
High school grade										
Junior college grade										
Totals	345,565	341,337	241,525	273,831	314,915	334,566	346,753	415,232	487,676	540,555
Total State Enrollment:										
Kindergarten	81,526	78,573	74,447	64,910	63,925	64,669	63,631	65,110	64,474	68,077
Elementary grade	783,070	784,433	770,024	769,652	765,338	766,011	783,288	791,026	776,826	768,156
High school grade	565,696	577,368	496,589	530,950	580,550	609,349	717,919	794,596	846,333	83,372
Junior college grade	26,961	30,293	33,515	35,053	35,519	41,966	43,863	52,228	68,513	
Totals	1,457,253	1,470,667	1,374,375	1,400,565	1,445,332	1,481,995	1,530,003	1,626,283	1,704,409	1,765,988

¹ Data for 1939-40 derived from partially audited reports.

CHALKBOARDS AND SCHOOLROOM LIGHTING

CHAS. BURSCH, Chief, Division of Schoolhouse Planning

In the original purchase and replacement of chalkboards in school-rooms attention has traditionally been directed primarily to questions of permanence and surface conditioning. These considerations as a rule pointed to slate blackboards if they could be afforded. More recently competent students of light conditioning in classrooms have pointed to blackboards as one of, if not the most, troublesome factor in achieving a satisfactory total lighting situation. The problem is caused by the wide difference in surface brightness between the black-board and other wall and window areas within the range of pupils' vision.

This problem would disappear if a light-colored chalkboard were used. That solution, however, is not as simple as it sounds. There has been some difficulty in developing a light-colored chalkboard with a good and permanent surface. That difficulty has been slight, though, compared with that of finding a dark-colored crayon, relatively dustless, that does not smudge, erases easily, and is not excessive in cost.

It is significant to note that manufacturers have studied all of these problems and have produced chalkboards and crayons sufficiently satisfactory to justify the installation of light-colored chalkboards under some conditions.

Green-colored chalkboards are distinctly less objectionable than blackboards from the point of view of proper light conditioning and should, therefore, be used in preference to blackboards. The green boards, while not so good as the light-colored boards for the total lighting situation, have the advantage of permitting the use of ordinary white crayon.

Those interested in improving classroom lighting but not ready to abandon blackboards often ask what can be done to diminish their bad effect. First, the area of blackboard in the room should be reduced to what is actually needed. This may be achieved by removing the unnecessary blackboard or by covering it with a light-colored tack-board or pinning surface. Also it is possible to use light-colored, inexpensive roller shades to draw over the blackboard when not in use.

While considerable progress has been made in improving classroom lighting, at this time more than half of the classrooms in use in the state have distinctly substandard lighting provisions. It is the hope of the Division of Schoolhouse Planning that the vigorous and intelligent movement toward better classroom lighting, so apparent in recent years, will be continued until the application of the best scientific knowledge available on the subject will be found in every classroom.

DEPARTMENTAL COMMUNICATIONS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

WALTER F. DEXTER, Superintendent

GRANTING HIGH SCHOOL GRADUATION CREDIT
FOR MILITARY SERVICE

The following are the contents of a letter sent to all administrators of California high schools and junior colleges by the Superintendent of Public Instruction.

It is expected that the National Guard will be called for intensive training during the latter part of December or the early part of January. There will be other types of military service which high school and junior college students will enter. Many communications have been received by the State Department of Education, asking if credit may be granted toward high school graduation for military service.

This question was presented to the State Board of Education at its meeting on December 3, 1940. The Board referred the question to the State Department of Education with power to act. Accordingly, the State Department of Education rules that at the discretion of the local governing board an individual called into military service before the end of the current semester may receive full credit for the semester's work.

Committees will be appointed from the Association of California Secondary School Principals, the Junior College Federation, the Association of California Public School Superintendents, and the California State Department of Education, to consider the question of granting school credit to individuals absent from school during the second semester on account of military service.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and while care is taken to state accurately the purport of the decisions and opinions, they have the limitations inherent in all digests. The reader is therefore urged to consult the complete text of a decision or opinion before taking any action based thereon.

It should be noted that following a decision, a hearing or rehearing of the case may result in setting aside the original decision. Consequently, before relying thereon, the status of each decision should be checked.]

ATTORNEY GENERAL'S OPINIONS

Eligibility of City Officer or Employee to Serve on School District Personnel Commission

An officer or employee of the City of Compton may be appointed to the Personnel Commission of the Compton Union High School District under School Code section 5.793 without violating Art. IV, section 9, of the charter of said city, prohibiting a person holding a salaried office under the United States, the State of California, or any other state, or county, or municipality from holding any office or employment under the city. (L.B. 168, P. 658; F. Walter French to Ralph K. Pierson, City Attorney, Compton, July 28, 1938)

Grants From State Emergency Fund to California Polytechnic School for Instruction

Funds may be transferred from the State Emergency Fund (Item 212, Chapter 486, Statutes 1939) to the California Polytechnic School for the purpose of permitting the School to give instruction in drug, perfume, and oil-plant agriculture, inasmuch as the present war has created a shortage of certain drugs, perfumes, and oils, and such School may lawfully give such instruction (citing A. G. O. NS928; School Code sections 2.1331 and 2.1440). (A. G. O. NS3070, November 30, 1940)

Issuance of "Life" or "Unlimited Credentials" by State Board of Education

There is no provision of law under which the State Board of Education may issue any credential, other than the life diploma provided for in School Code sections 5.260 *et seq.*, which is valid for life or until revoked for cause. Consequently so-called "life credentials" or "unlimited credentials" may not be lawfully issued by the State Board of Education. (A. G. O. NS3049, November 2, 1940)

Payment of Claims Against School District Subsequent to Fiscal Year in Which Obligations Were Incurred

Where a school district during the 1939-1940 fiscal year entered into a contract for the purchase of electricity but at the time the bill for such electricity was presented had insufficient funds to pay such bill, the indebtedness could not, by reason of section 18 of Article XI of the Constitution, be paid out of funds of the fiscal year 1940-1941, but may be paid out of any delinquent tax moneys received by the district in payment of taxes levied during 1939-1940, provided the purposes for which such taxes were levied are consistent with the subject of the bill.

Where a district contracted for the purchase of certain articles during the fiscal year 1937-1938 and a balance has been carried over at the end of that and each succeeding fiscal year sufficient to pay a claim for the purchase price of such articles, the district may now pay the claim, it not being barred by section 18 of Article XI of the Constitution (citing *Title Guarantee Company v. City of Long Beach*, 4 Cal. (2d) 56). (A. G. O. NS3083, December 4, 1940)

Printing and Distribution of Textbooks by State Board of Education

The State Board of Education is not authorized, under the original adoption, to enter into a supplementary agreement extending the period for which plates for certain textbook material were originally leased by the Board from the owner of the copyright thereof from six years to eight years in the absence of any provision in the original agreement for the lease of such plates permitting such extension (citing School Code section 6.273 and A. G. O. NS2770).

The State Board of Education is not authorized, under the original adoption, to enter into a supplemental agreement with the owner of the copyright of textbook material from whom plates have been leased permitting the distribution of books printed from such plates after the expiration of the original agreement for the lease of such plates. School Code section 6.273 controls as against School Code sections 6.301 and 6.302. (A. G. O. NS3069, November 15, 1940)

Purchase of Workmen's Compensation Insurance by School Districts

The governing board of a school district is not authorized to purchase workmen's compensation insurance for other than employees of the district (citing Labor Code section 3300 and Insurance Code section 11970). It is incumbent upon the governing board of a school district to ascertain, if necessary, through its legal adviser, in contracting for work to be done or services to be rendered, whether the

other party or parties to the contract are legally employees of the district or independent contractors.

As a precautionary measure, governing boards of school districts should, when workmen's compensation insurance is to be secured, require that an independent contractor be not permitted to proceed with the execution of the contract until a certificate indicating that he carries such insurance is filed in the manner prescribed by the rules of the State Compensation Insurance Fund, and that where the contract indicates that the workmen are employees of the district, that the governing board purchase the necessary insurance. (A. G. O. NS3122, December 7, 1940)

Traveling Expenses of Members of Governing Boards of School Districts

The governing board of a school district coming within the provisions of School Code section 2.982 may designate one of its members as a representative of the board for the purpose of performing services directed by the board, and may pay his travel expenses incurred in connection with such services where such services are outside the scope of the ordinary duties of his office (citing A. G. O. 6376). (A. G. O. NS3084, November 19, 1940)

Volunteer Examination of Pupils by Dentists

Under the provisions of School Code section 1.112 a dentist who volunteers, as a part of a dental society program, to examine without compensation of any kind, the teeth of pupils in the schools of the district cannot be permitted to do so by the governing board of the district unless he holds the appropriate health and development certificate. (A. G. O. NS3092, November 22, 1940)

FOR YOUR INFORMATION

ESSAY CONTEST ANNOUNCED

An essay contest for pupils of junior high schools and high schools has been announced by the Department of California Auxiliary United Spanish War Veterans, Inc. The essays must be submitted by March 1, 1941. A copy of the rules of the contest may be obtained from Winnifred Ketcham, State Essay Chairman, 2508 Parkway, Bakersfield.

NEGRO HISTORY WEEK, FEBRUARY 9-16, 1941

Literature for the sixteenth annual celebration of Negro History Week is now being distributed by the Association for the Study of Negro Life and History. The observance will come the week of February 9-16, 1941. Posters, circulars, and other materials giving direction and information to facilitate the observance are being given away free of charge.

No effort among the Negroes of the United States is more widely known than Negro History Week. The schools of the country, regardless of racial make-up, generally know of or observe it in some way. Each year more schools become interested, and those long participating find some way to stimulate new interest and to arouse more enthusiasm.

Information and free literature may be secured from the Association for the Study of Negro Life and History, Inc., 1538 Ninth Street, N.W., Washington, D. C.

NATIONAL SOCIAL HYGIENE DAY

National Social Hygiene Day will be observed for the first time on February 5, 1941. The American Social Hygiene Association has charge of plans for the observance which will focus attention on the progress that has been made in curbing venereal disease in the last five years.

REGIONAL MEETING OF THE CALIFORNIA CONFERENCE OF SCHOOL WORKERS

The California Conference of Social Work will hold an all-day regional meeting on Saturday, February 1, 1941, in Sacramento at the Senator Hotel. All persons interested in welfare problems are invited to participate. There will be discussions of such issues of public welfare administration facing the legislature, welfare problems in the defense program, and the importance of family life in a

democracy. In the afternoon the conference will be organized into small groups for intensive discussion of the following subjects: family case work, housing, mental hygiene, health needs in a rural community, problems of the migrant, youth and their needs. Each group will be under the leadership of specialists in these fields. At the concluding session in the evening, the day's proceedings will be summarized by Dr. Herbert E. Chamberlain, Psychiatrist. Dr. Irving F. Reichert of San Francisco will speak on "Democracy and Social Justice." Teachers and school officials in northern California are especially invited.

RELATIONSHIP BETWEEN NYA AND SCHOOLS ON WORK PROJECTS AND RELATED TRAINING

The following letter from Aubrey Williams, Administrator of the National Youth Administration, to state NYA administrators on the relationship between the National Youth Administration and the public school authorities on work projects and related training has been sent out by John W. Studebaker, United States Commissioner of Education, to executive officers, state boards for vocational education, and state directors of vocational education.

As stated in the First Supplemental Civil Functions Appropriation Act, 1941, transmitted under cover of Handbook of Procedures Memorandum No. 9, dated October 11, 1940, all training or educational programs for youth employed under the NYA out-of-school work program "shall be under the control and supervision of the State Boards for Vocational Education . . . and shall be paid for out of appropriations made to the Office of Education . . ."

It follows, therefore, that no training programs may be financed from funds appropriated to the National Youth Administration, regardless of whether or not the Office of Education arranges appropriate training for NYA personnel. Moreover,

- A. Administrative, supervisory or youth employees shall not be paid by the National Youth Administration for time spent in teaching or receiving training in citizenship, mathematics, blueprint reading, welding, or any other educational subject. However, the provision of necessary direction in the performance of productive work, as an integral phase of accomplishing that work, is not prohibited.
- B. Home-making projects, household workers' training projects, shop projects, or any other projects which cannot be operated on a production basis shall not be prosecuted by the National Youth Administration for their training value. All projects shall have as their central purpose the production of facilities, goods, or services which are socially useful.
- C. The legal provisions regarding training became effective with the approval of the Act (October 9, 1940), and apply to all projects currently being prosecuted under the provisions of paragraph 1 (b) of the National Youth Administration Appropriation Act, 1941.
- D. State youth administrators shall inform the vocational educational authorities in the state as to the kind and amount of related training which appears to be needed by youth on NYA projects and reach necessary agreements as to when and where such training will be provided. Youth shall be informed as to training opportunities which are available, and project work shall be

scheduled to permit them to take full advantage of such opportunities. Attendance at training classes, however, shall not be made a condition of participation in the NYA work program.

PREPARATION FOR INAUGURAL CEREMONIES BROADCAST

The Inaugural Committee has requested that the public schools participate in the inauguration ceremonies on January 20. The event, including President Roosevelt's address, will be broadcast, with special rebroadcasts for schools in all parts of the nation.

The following preparations for participation by the schools are suggested by the Inaugural Committee.

1. Make physical arrangements to have radio reception in the schools, if necessary by borrowing or renting radio sets from local citizens.
2. Arrange for local patriotic services in the public schools to precede or follow the actual broadcast of the ceremonies in Washington. In this connection, a tentative outline of appropriate observances will be distributed to all schools which desire them. This program will be, of course, merely a suggestion.

Further information may be obtained from Mrs. Verda Barnes, Acting Secretary, Committee for National Participation in the President's Inaugural, Room 1210, National Press Building, Washington.

CALENDAR OF EDUCATIONAL MEETINGS

During 1940-41 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1940-41.

January 8, 9	Annual Meeting, American Association of Colleges	Pasadena
January 11	California Elementary School Principals Association, Central Coast Section	King City
January 11	California-Western Music Educators, Bay Section, Meeting	San Francisco
January 18	California School Supervisors' Association, Bay Section, Meeting	
January 25	California Teachers Association, Bay Section, Council Meeting	San Francisco Sir Francis Drake Hotel
February 8	California Elementary School Principals Association, Bay Section	Oakland
February 15	California State Association of English Teachers, General Meeting	Berkeley Hotel Claremont

February 22	California School Supervisors' Association, Bay Section, Meeting	
March 8	Central California Junior College Association Meeting	Taft
March 15	California Elementary School Principals Association, Southern Section	Long Beach
April 4-6	Biennial State Convention of Women Deans and Vice-Principals	Coronado Hotel Del Coronado
April 6-9	California-Western Music Educators Conference	San Jose
April 6-9	California Elementary Principals Association, Annual Meeting	San Francisco
April 7-9	California Junior College Federation, Annual Meeting	Oakland
April 7-9	California Secondary School Principals Annual Convention	Oakland Hotel Oakland
April 18, 19	California Educational Research Association Annual Meeting (Northern Section)	Berkeley
May 2, 3	1941 Roundtable Conference	San Diego State College San Diego
May 4-8	Thirty-third Annual Meeting of California Conference of Social Work	Long Beach
May 6-8	California Congress of Parents and Teachers, Annual Convention	Oakland
May 10	California Elementary School Principals Association, North Coast Section	Garberville
May 10	California School Supervisors' Association, Bay Section, Meeting	
July 8-12	Childhood Education Conference	Oakland

RULE ON UNFAIR TRADE PRACTICE

The Subscription Book Publishers, Inc. requests that the recent rule of the Federal Trade Commission making the endorsement of books for purchase by school officials and teachers an unfair trade practice be called to the attention of public school administrators and teachers. Many school officials in the past have unwittingly violated the rule, the full text of which follows:

Subsidizing School Officials to Influence Purchase of Books by Pupils or Parents:—Subsidizing school principals, teachers, or school officials, or making payments or gifts to them, directly or indirectly, to induce or cause them to recommend, influence, or promote the purchase of books of a member of the industry by pupils or the parents or guardians of pupils, is an unfair trade practice.

PROFESSIONAL LITERATURE

CURRENT PUBLICATIONS RECEIVED

BATEMAN, EDWARD ALLEN. *Development of the County-Unit School District in Utah.* Contributions to Education No. 790. New York: Bureau of Publications, Columbia University, 1940.

DUNKLIN, HOWARD THOMAS. *The Prevention of Failure in First-grade Reading.* Contributions to Education No. 802. Washington: Bureau of Publications, Teachers College, Columbia University, 1940.

GOGGANS, SADIE. *Units of Work and Centers of Interest in the Organization of the Elementary School Curriculum.* Contributions to Education No. 803. New York: Bureau of Publications, Teachers College, Columbia University, 1940.

A Guide to Materials for Teaching English to Refugees. Prepared by Fanne Aronoff, Gilbert Convers, and Nora Hodges. New York: Committee for Refugee Education, Inc., 1940.

HARTLEY, WILLIAM H. *Selected Films for American History and Problems.* New York: Bureau of Publications, Teachers College, Columbia University, 1940.

JONES, THERESA DOWER. *The Development of Certain Motor Skills and Play Activities in Young Children.* Child Development Monograph No. 26. New York: Bureau of Publications, Teachers College, Columbia University, 1939.

KENNAN, RICHARD BARNES. *The Private Correspondence School Enrollee.* Contributions to Education No. 796. New York: Teachers College, Columbia University, 1940.

KIRKPATRICK, ELLIS L., and BOYNTON, AGNES M. *State Conferences for Older Rural Youth.* Washington: American Youth Commission, 1939.

The Superintendent of Schools and His Work. Committee on Certification of Superintendents of Schools. Washington: American Association of School Administrators, 1940.

What People Think About Youth and Education. National Education Association Research Bulletin, Vol. XVIII, No. 5, November, 1940. Washington: Research Division of the National Education Association of the United States.

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